

YEAR 11 GEOGRAPHY

YEAR 11 Geography INTENT	In Year 11 students will have a thorough understanding of geographical processes and skills and be able to use these skills to evaluate human and physical systems. In year 11, students will investigate the human processes and systems of the distributions of global resource management. They develop important geographical skills and develop their mapping techniques. They learn critical thinking and problem solving skills that appreciate the interrelationships between the different aspects of the geographical study. This involves issue evaluation and fieldwork skills.
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Exam Information (Y10-11)	Board:	AQA
	Qualification:	GCSE Geography
	Website link to specification/resources:	AQA Geography GCSE Geography

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Natural Hazards – Weather and Climate Change	Complete Climate change module/ revision for EE's.	Resource Management	Exam Revision	Exam Revision	GCSE Exams
Global atmospheric circulation helps to determine patterns of weather and climate. Tropical storm formation and the impact on people and the environment Weather hazards with examples linked to impacts on human activity. Climate change is a result of natural and human factors. Managing climate change through mitigation and adaptation.	Revision of Paper 1 and 2 Topics and Fieldwork in preparation for EE's	Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK create opportunities and challenges. Demand for Energy resources is rising globally but supply can be insecure which may lead to conflict. Different strategies can be used to increase energy supply.	Revision is tailored to individual students and groups. Plan changes yearly and is planned by looking at gaps in knowledge and understanding of pupils.	Revision is tailored to individual students and groups. Plan changes yearly and is planned by looking at gaps in knowledge and understanding of pupils.	Revision is tailored to individual students and groups. Plan changes yearly and is planned by looking at gaps in knowledge and understanding of pupils.
Can do statement 3 (M) 7-9 : Students can link natural processes to development status and analyse the long term impact of these hazards on the population and environment. Can do statement 2 (S) 4- 6: Students can explain how natural processes create the climate we experience at a range of latitudes, including natural disasters and can suggest ways to reduce their impact. Can do statement 1 (D) 1-3: Students can outline different natural processes to show how they create the climate, including natural disasters and can start to consider ways to manage them.		Can do statement 3 (M): Students can analyse the reasons behind resource surplus and deficit, and explain the global distribution of resources. Can do statement 2 (S): Students can explain which resources are fundamental, discuss how the supply and demand varies and how we can move towards a more sustainable resource supply. Can do statement 1 (D): Students can name resources and outline the impact of differences between supply and demand.			